

GREENBRIER ELEMENTARY

853 Log Shoals Road
Greenville, SC 29607

GRADES K-5 Elementary School

ENROLLMENT 605 Students

PRINCIPAL Philip L. Edge 864-281-1270

SUPERINTENDENT Dr. Phinnize J. Fisher 864-241-3456

BOARD CHAIR Tommie Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
24	20	2	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Good	Average	N/A
2003	Good	Unsatisfactory	No
2004	Good	Unsatisfactory	Yes

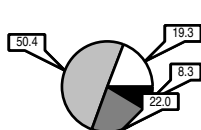
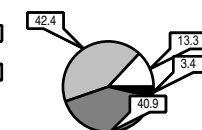
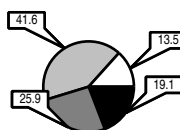
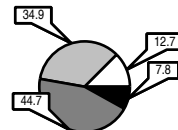
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

62.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Mathematics****English/Language Arts****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	291	100.0	13.2	42.1	41.0	3.8	58.3	Yes	Yes
Gender									
Male	140	100.0	18.9	40.9	37.8	2.4	50.4		
Female	151	100.0	7.9	43.2	43.9	5.0	65.5		
Racial/Ethnic Group									
White	130	100.0	10.7	32.8	50.0	6.6	69.7	Yes	Yes
African-American	140	100.0	16.0	48.0	34.4	1.6	47.2	Yes	Yes
Asian/Pacific Islanders	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	9.1	90.9	0.0	0.0	36.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	234	100.0	9.4	41.0	45.8	3.8	63.2		
Disabled	57	100.0	27.8	46.3	22.2	3.7	38.9	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	291	100.0	13.2	42.1	41.0	3.8	58.3		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	290	100.0	13.2	41.9	41.1	3.8	58.1		
Socio-Economic Status									
Subsidized meals	81	100.0	24.6	39.1	34.8	1.4	53.6	Yes	Yes
Full-pay meals	210	100.0	9.1	43.1	43.1	4.6	59.9		

Mathematics - State Performance Objective = 15.5%									
All Students	291	100.0	19.2	50.4	22.2	8.3	51.1	Yes	Yes
Gender									
Male	140	100.0	20.5	48.0	21.3	10.2	49.6		
Female	151	100.0	18.0	52.5	23.0	6.5	52.5		
Racial/Ethnic Group									
White	130	100.0	9.8	43.4	33.6	13.1	66.4	Yes	Yes
African-American	140	100.0	29.6	55.2	12.8	2.4	36.8	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	9.1	72.7	18.2	0.0	36.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	234	100.0	12.3	52.8	25.5	9.4	57.5		
Disabled	57	100.0	46.3	40.7	9.3	3.7	25.9	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	291	100.0	19.2	50.4	22.2	8.3	51.1		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	290	100.0	19.2	50.2	22.3	8.3	50.9		
Socio-Economic Status									
Subsidized meals	81	100.0	27.5	50.7	17.4	4.3	39.1	Yes	Yes
Full-pay meals	210	100.0	16.2	50.3	23.9	9.6	55.3		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	123	100.0	20.3	38.1	36.4	5.1	41.5
	Grade 4	112	100.0	15.5	51.5	33.0	N/A	33.0
	Grade 5	98	100.0	24.4	63.3	11.1	1.1	12.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	100	100.0	5.2	32.0	54.6	8.2	62.9
	Grade 4	93	100.0	21.3	47.2	30.3	1.1	31.5
	Grade 5	98	100.0	12.8	52.1	35.1	N/A	35.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	123	100.0	26.3	51.7	16.1	5.9	22.0
	Grade 4	112	100.0	20.4	48.5	20.4	10.7	31.1
	Grade 5	98	100.0	17.8	58.9	18.9	4.4	23.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	100	100.0	9.3	60.8	23.7	6.2	29.9
	Grade 4	93	100.0	29.2	46.1	22.5	2.2	24.7
	Grade 5	98	100.0	19.1	47.9	18.1	14.9	33.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 605)				
First graders who attended full-day kindergarten	93.8%	N/C	96.2%	100.0%
Retention rate	4.3%	Up from 3.2%	1.7%	2.7%
Attendance rate	97.6%	Up from 97.3%	96.7%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		2.7%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		2.5%	3.5%
Eligible for gifted and talented	18.4%	Down from 24.3%	26.3%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.6%	Up from 9.0%	6.8%	8.2%
Older than usual for grade	0.5%	Down from 0.8%	0.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 36)				
Teachers with advanced degrees	47.2%	Up from 45.2%	53.8%	51.4%
Continuing contract teachers	86.1%	Up from 73.8%	87.7%	87.5%
Highly qualified teachers**	90.6%	N/A	96.6%	95.0%
Teachers with emergency or provisional certificates	3.1%		0.0%	0.0%
Teachers returning from previous year	84.8%	Down from 91.5%	87.6%	86.7%
Teacher attendance rate	95.3%	Down from 99.0%	95.2%	94.9%
Average teacher salary	\$40,225	Up 4.7%	\$42,210	\$40,760
Prof. development days/teacher	12.4 days	Up from 10.4 days	10.9 days	12.4 days

School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Down from 20.8 to 1	20.5 to 1	18.9 to 1
Prime instructional time	91.1%	Down from 96.0%	90.8%	90.0%
Dollars spent per pupil*	\$4,835	Down 1.1%	\$5,605	\$6,044
Percent of expenditures for teacher salaries*	68.2%	Down from 70.6%	67.7%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.2%	92.0%
Highly qualified teachers in high poverty schools**	93.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Greenbrier Elementary School is to help prepare all students academically, socially, and emotionally to be contributing members of a world society by providing diverse learning opportunities that challenge all students to reach their potential. Attaining this mission is a collaborative effort at Greenbrier and teachers, parents, students, and community members alike continuously strive to meet and exceed local, state, and federal expectations.

As we continue to promote academic excellence at all levels of our organization we are working to raise the academic challenge and performance of each student by developing an Exemplary Writing Program, providing research and standards-based instruction in every classroom, incorporating a multi-sensory approach to reading in Kindergarten and First Grades, and correlating academic data sets including PACT Practice, S.T.A.R. Reading and Math, and benchmark assessments to effectively measure student progress. In addition, during the 2003-2004 school term, school personnel developed and implemented a data-driven after-school tutorial program to more accurately meet the needs of students requiring additional academic assistance.

Along with raising the academic performance of students at every grade level, we are committed to ensuring that we have quality personnel in all positions at Greenbrier. Our teaching staff is composed of highly skilled and committed educators dedicated to ensuring the academic, social, physical, and emotional growth of every child enrolled. Through vertical and team planning, staff-led professional development, participation in local, state, and national conferences, and an emphasis on a collegial environment, the educators in our school are provided with continuous opportunities to develop, maintain, and refine their instructional skills and talents.

We are proud of the progress made by the Greenbrier learning community during the 2003-2004 academic term and are eagerly anticipating continued improvements. Through the efforts of our students and teachers, along with the active involvement of our PTA and School Improvement Council, parents, community members, and district office personnel, we are committed to promoting our mission and ensuring that each of our students meets and exceeds his or her potential.

If you have any questions or comments regarding our school, please contact our principal, Mr. Philip Edge or Mr. Michael Greer, our SIC Chairperson.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	37	100	46
Percent satisfied with learning environment	97.3%	76.0%	87.0%
Percent satisfied with social and physical environment	94.6%	84.0%	72.1%
Percent satisfied with home-school relations	86.5%	87.0%	60.5%

*Only students at the highest elementary school grade level at this school and their parents were included.